



# School Improvement Plan 2015-2016

## Self-Assessment

Winecoff Elementary School, located in Concord, North Carolina, is in Cabarrus County Schools. The Winecoff community is made up of approximately 1686 rental properties and 1,956 owner occupied residences with a total population of approximately 9,497. There are currently 649 children under the age of five living in the area. Of the total population, 69% of residents are White, 19% are Black, and 12% are another race.

Our aim is to produce globally competitive lifelong learners through rigorous and relevant curriculum taught by highly prepared visionary leaders who recognize the importance of engaging a diverse body of learners; provide 21<sup>st</sup> century resources through responsible and efficient use of funding; and ensure success for all students in safe, inviting, and healthy learning communities by building upon a foundation of stakeholder support and respectful relationships. Winecoff is serving 881 students during the 2015-2016 school year. Of those students served, 40.2% are White, 30.8% are Black, 21.3% are Hispanic, 0.7% are Asian, 0.7% American Indian, and 6.4% multi-racial. The free and reduced lunch rate is 70.37%. 11.6% of students at Winecoff are identified as LEP.

## Student Achievement

### *K-2 Running Records*

When reviewing K-2 TRC data from 2014-2015, a significant area of improvement was noted as no grade level met expected growth.

### *EOGs*

When reviewing EOG data from 2014-2015, multiple trends are evident including strengths and areas of improvement. Third grade reading continues to close the gap between District and School performance, but School proficiency is 14.6% below District average. Third grade math is area of improvement as there was a 10.1% decrease in percent proficient. Fourth grade reading strengths include a steady increase (9.9% for 1213 - 1314; 8.2 for 1314-1415) in proficiency and closing of the proficiency gap between school and District. A fourth grade math strength is the 1.8% increase in proficiency, yet an area of improvement is a widening gap in proficiency between Winecoff and the district. 5<sup>th</sup> Grade Reading included a 2.2% decrease in proficiency, while fifth grade math had a 3.3% increase in proficiency. Fifth grade science is an area of improvement as there is a 28.1% departure from District average. Reading Percent

Proficiency strengths for student subgroups include: closing gap between white and Hispanic in 3rd grade; closing gap between black, Hispanic, multiracial, and white in 4th grade; and closing gap between black and white in 5th grade. Areas of improvement include: growing achievement gap between black and white students (2-year trend) in 3rd grade and growing achievement gap between Hispanic and white in 5th grade. Math Percent Proficient by Ethnicity strengths include: closing achievement gap between black, Hispanic, and multi-racial students in 4th grade math; closed gap by 31.2% in 4th grade math between white and Hispanic; closed gap by 9.6% in 5th grade math between white and black. Opportunities for improvement include: growing achievement gap between black, Hispanic, and multi-racial students in 3rd grade math; growing gap between white and Hispanic, and white and multiracial students.



# School Improvement Plan 2015-2016

## **School Culture and Climate**

An area of improvement noted in data analysis is a 9.1% increase in the percentage of students with 8 or more absences.

When reviewing discipline data, the following strengths were noted: there was a continued reduction of referrals resulting in in school and out of school suspensions; there was an increased proportionality of referrals and OSS among ethnic subgroups; the percentage of referrals demonstrated increased proportionality among black, Hispanic, and white students; there was a decrease in average referrals per day for every month except for April and June; the percent of subgroups having two or more referrals is significantly lower than the District ES average in the all, female, male, Asian, black, Hispanic, multiracial, and LEP subgroups.

Areas of improvement include: an increased disproportionality of in school and out of school suspensions for students with disabilities; the playground had a disproportionately high number of referrals at 11.3%; despite a narrowing of the gap, a disproportionate number of referrals written still exists between black, Hispanic, and white students; there was a 3% increase in males with two or more referrals; the highest referral category was aggressive behavior (this indicates there may be a need for identifying and preempting aggressive behavior and determining strategies for decreasing these behaviors)

## **Staff Quality/Professional Development and Curriculum, Instruction, and Assessment**

100% of teachers at Winecoff are Highly Qualified, meeting federal Title I requirements. In 2014-2015 there was a 10.11% attrition rate which is a significant decrease from 21.12% in 2013-2014. Winecoff will continue to focus on retaining highly effective teachers.

## **Summary**

In order to address the indicated needs, Winecoff is engaged in school improvement planning using the Plan, Do, Check, Act cycle. In June, July, and August of 2015, school improvement teams met to review their progress toward their 2014-2015 goals and to begin planning for 2015-2016. In addition to this comprehensive data review, school improvement teams meet at least twice per year to evaluate their progress toward the goals, the implementation of their strategies, and the level of implementation of their action steps. These comprehensive analyses guide the school improvement process. In addition to meeting with their school improvement teams, meetings are held with a district level administrator at mid-year to reflect on results and determine next steps. These meetings also provide opportunities for coaching.



# School Improvement Plan 2015-2016

School Name
Winecoff Elementary School

SMART Goal:				
By June 2018, the percentage of 3-5 students who are proficient in Math will increase by 10% each year as measured by EOG test. By June 2018, the percent of students meeting growth will be 100% as measured by EOG data.				
EOG 3-5 Data	2014-15 (actual)	2015-2016 (goal)	2016-2017 (goal)	2017-2018 (goal)
3 <sup>rd</sup> Grade	51.9	57.1 (+5.2)	62.8 (+5.7)	69.1 (+6.3)
4 <sup>th</sup> Grade	45.4	49.9 (+4.5)	54.9 (+5.0)	60.4 (+5.5)
5 <sup>th</sup> Grade	43	47.3 (+4.3)	52.0 (+4.7)	57.2 (+5.2)

EOG Math % Met Growth	2014/2015 (actual)	2015/2016 (goal)	2016/2017 (goal)	2017/2018 (goal)
Fourth Grade	37.70%	58.50%	79.30%	100%
Fifth Grade	51.40%	67.60%	83.80%	100%

Strategy
All K-5 teachers will implement Math Instruction following CCS Elementary Common Instructional Framework for Elementary Teaching and Learning with fidelity.

Data that supports the SMART Goal			
<b>3-5 Math EOG</b>			
<b>Winecoff Elementary School</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
	3 48.7	62	51.9
	4 35.3	43.6	45.4
	5 40.3	39.7	43



# School Improvement Plan 2015-2016

Person Responsible
Goal Team Chair: Susan Frazier
Administrative Liaison: Stephanie Thomas

Beginning of Year Report: Report Key Steps for the year. Due by September 11, 2015.		
Key Steps		
Step	Date Started	Date Completed
Review CCS Elementary Common Instructional Framework for Elementary Teaching and Learning with math teachers (whole group transitioning to individual grade levels). Teachers will complete anonymous self-evaluation using Google Docs. (staff meeting moving to PLCs)	9/17/15	10/12/15
Break down the mini-lesson format using CCS ECIF guidelines modeling "I do, we do, you do". (Grade Level Planning)	10/1/15	10/21/15
District Math Facilitator will work with teachers to establish common math language (including a word wall) in all classrooms (Grade Level Planning).	12/1/15	
Monthly data meetings facilitated by Frazier to provide teaching and student support	10/01/15	
Quarterly analyze percent of students accessing grade level content through DreamBox.	10/01/15	
Quarterly analyze percent of kindergarten students accessing grade level content through CFAs.	10/01/15	
Analyze exit slip from CFAs or exit ticket, comparing H, M, and L during PLC	10/1/15	
Book study using <u>How Children Learn Number Concepts, A Guide to the Critical Learning Phases</u> by Kathy Richardson	10/6/15	
Professional Development on Model Drawing using Greg Tang resources by grade level (Grade level planning)	11/1/15	
Hartman/Thomas/Frazier discuss ways to celebrate achievement and model shared lessons with staff	11/23/15	
Analyze data from Discovery Education, test B during PLCs	12/1/15	
District Math Facilitator will meet with lead math teacher and teachers to support grades 3-5 foundational skills and number sense strategies.	12/1/15	

Mid-Year Report. Due day of SIP Conversation.		
Formative Measures	List Key Results from Formative Measures	Record Progressing / Not Progressing
Discovery Ed Math Test B		
Dreambox		



# School Improvement Plan 2015-2016

**Mid-Year  
Conversation  
Date**

**Mid-Year  
Conversation  
Held With**

*End-of-Year Report. Due June 17, 2016.*

**SMART Goal**



# School Improvement Plan 2015-2016

School Name
Winecoff Elementary School

SMART Goal:				
By June 2018, the percentage of students who meet or exceed Reading proficiency levels will increase to 75% as measured by Reading 3D TRC (K-3) and Fountas and Pinnell Reading Levels (4-5). By June 2018, the percentage of students who exceed expected growth will reach 100%.				
Reading 3D TRC Proficiency Levels	2014/2015 (EOY) (actual)	2015/2016 (EOY) (goal)	2016/2017 (EOY) (goal)	2017/2018 (EOY) (goal)
Kindergarten	49	62	70	75
1 <sup>st</sup> Grade	37	56	62	75
2 <sup>nd</sup> Grade	39	57	63	75
3 <sup>rd</sup> Grade	44	59.5	70	75
Fountas and Pinnell Reading Levels	2014/2015 (EOY) (actual)	2015/2016 (EOY) (goal)	2016/2017 (EOY) (goal)	2017/2018 (EOY) (goal)
4 <sup>th</sup> Grade	54	64.5	70	75
5 <sup>th</sup> Grade	F&P Data Not Available EOG – 40.4	57.7	65	75

Reading 3D TRC % Met Growth	2014/2015	2015/2016	2016/2017	2017/2018
Kindergarten	67.6%	78.4%	89.2%	100.0%
1 <sup>st</sup> Grade	64.2%	76.1%	88.0%	100.0%
2 <sup>nd</sup> Grade	62.1%	74.7%	87.3%	100.0%

EOG Reading % Met Growth	2014/2015	2015/2016	2016/2017	2017/2018
Third Grade	52.70%	68.50%	84.30%	100%
Fourth Grade	56.10%	70.70%	85.30%	100%
Fifth Grade	55.10%	70.10%	85.20%	100%



# School Improvement Plan 2015-2016

## Strategy

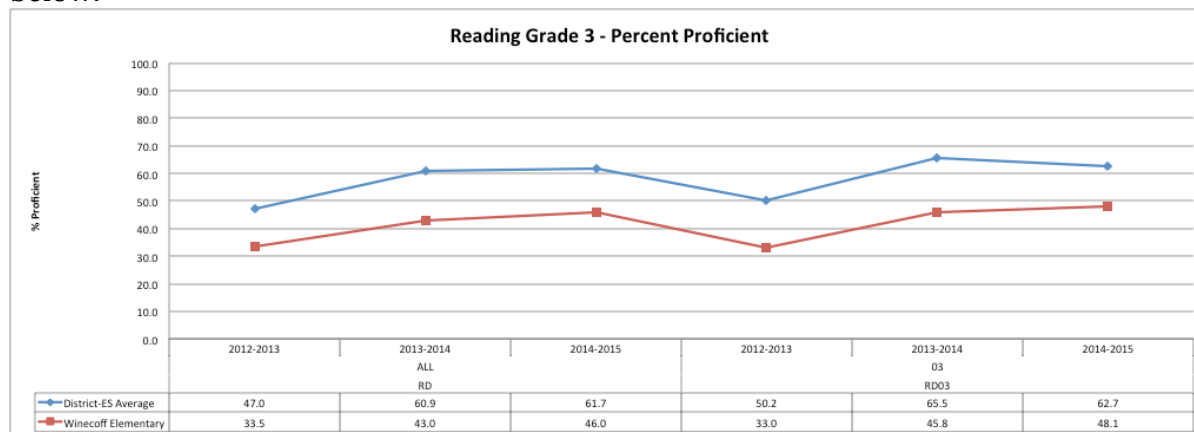
Implement *Continuum of Literacy Learning* through the Workshop model of instruction

## Data that supports the SMART Goal

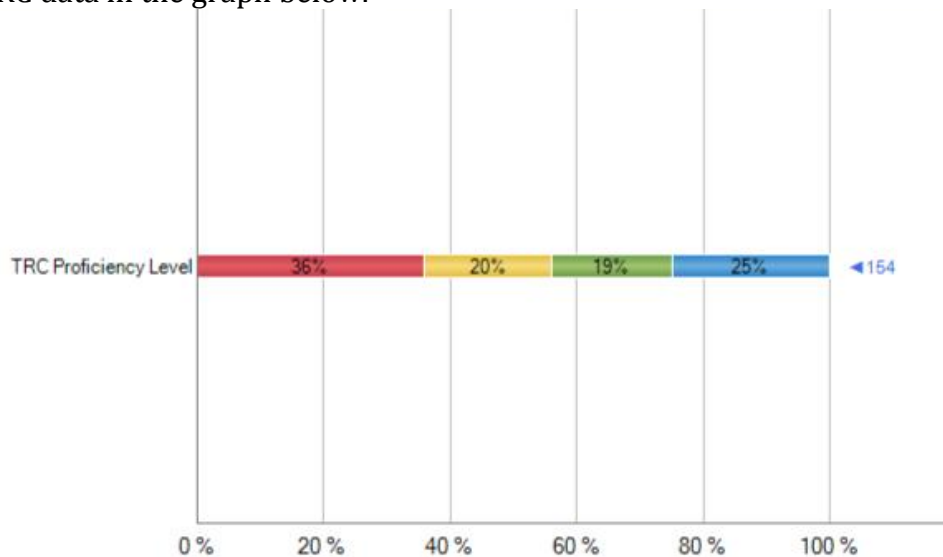
Students continued to struggle to meet expected growth in K-2 literacy.

Column Labels 2012-2013						2013-2014						2014-2015								
			District Diff			Y-Y Diff %			District Diff			Y-Y Diff %			District Diff			Y-Y Diff %		
Row Labels	Num	% Proficient	% Met Growth	% Met Expected Gain	On Grade Level	% Met Expected Gain	Num	% Proficient	% Met Growth	% Met Expected Gain	On Grade Level	% Met Expected Gain	Num	% Proficient	% Met Growth	% Met Expected Gain	On Grade Level	% Met Expected Gain		
Winecoff Elen	441	75.3%	81.5%	-0.5%			445	67.4%	80.0%	-0.3%	-7.9%	-1.5%	450	50.2%	64.7%	-7.0%	-17.2%	-15.3%		
K	151	80.8%	80.6%	6.4%			153	79.7%	77.7%	2.1%	-1.1%	-2.9%	148	69.6%	67.6%	-2.8%	-10.1%	-10.1%		
1	154	72.7%	85.3%	-3.0%			141	68.8%	87.8%	4.3%	-3.9%	2.5%	160	41.9%	64.2%	-8.0%	-26.9%	-23.6%		
2	136	72.1%	78.0%	-5.2%			151	53.6%	74.8%	-6.9%	-18.4%	-3.2%	142	39.4%	62.1%	-10.1%	-14.2%	-12.7%		

While 3<sup>rd</sup> grade students improved by 2.3% in a year when the District average declined by 2.8%, they continue to be below the District average in Reading Proficiency according to EOG data in the graph below.



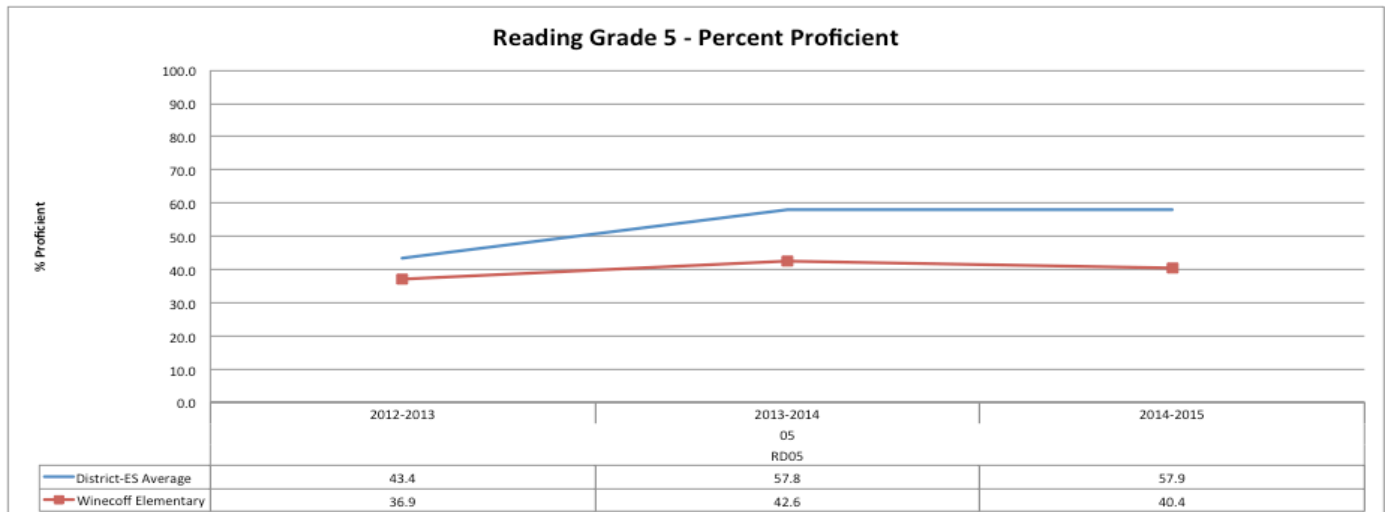
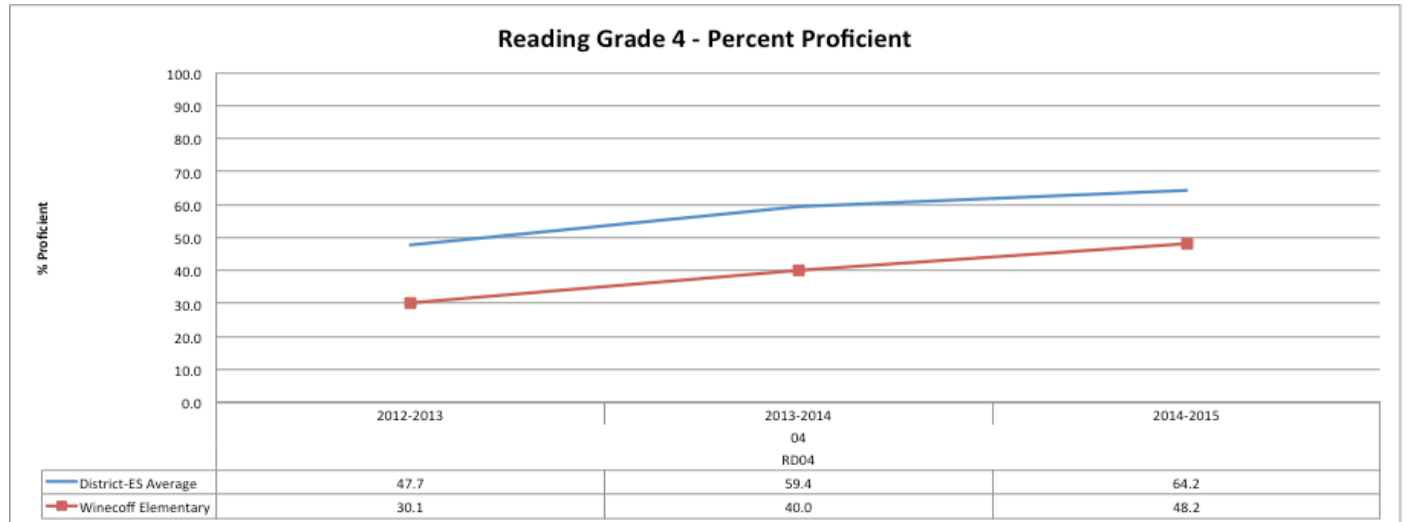
56% of 3<sup>rd</sup> grade students were reading below or far below grade level according to the Reading 3D TRC data in the graph below.





# School Improvement Plan 2015-2016

Students in 4<sup>th</sup> and 5<sup>th</sup> grade continue to be below the District average in Reading Proficiency as shown below on EOG data.







# School Improvement Plan 2015-2016

Person Responsible
Goal Team Chair: Julie Dawe
Administrative Liaison: Richard Wells

Beginning of Year Report: Report Key Steps for the year. Due by September 11, 2015.		
Key Steps		
Step	Date Started	Date Completed
Wells will create a master schedule and 7-day Rotation that allows for 90-minute PD planning blocks from 7:30-9:00am	July 2015	August 2015
Wells/Dawe will create method to document individual student progress through guided groups and or conferring	September 2015	September 2015
Wells/Dawe will develop school-wide literacy PDP goal	August 2015	September 2015
Wells will meet with Dawe and von Klahr to develop PD plan	September 2015	September 2015
Wells/Dawe/von Klahr will create guided reading and Conferring guidelines and expectations for staff	September 2015	September 2015
Dawe/von Klahr will deliver monthly <i>Continuum</i> PD during 7-day Rotation	October 2015	
Wells/Dawe/von Klahr will monitor documents and provide coaching as necessary	October 2015	
Hartman/Wells/Dawe/von Klahr will discuss ways to celebrate achievement and model shared lessons with staff	November 2015	
Dawe will ensure 100% of steps completed	December 2015	
Dawe/Wells will organize celebration	September 2015	
Wells/Dawe will analyze individual student progress through guided reading documentation and determine areas for improvement (MOY TRC will be analyzed in February)	December 2015	
District Literacy Facilitator will assist with student goal setting for TRC.	December 2015	
District Literacy Facilitator will assist in analysis of miscues.	December 2015	
District Literacy Facilitator will partner with lead reading teacher and classroom teachers to effectively implement Words Their Way.	December 2015	
District Literacy Facilitator will partner with lead reading teacher and first grade teachers to implement reading responses.	December 2015	



# School Improvement Plan 2015-2016

<i>Mid-Year Report. Due day of SIP Conversation.</i>		
<b>Formative Measures</b>	<b>List Key Results from Formative Measures</b>	<b>Record Progressing / Not Progressing</b>
Discovery Ed Reading Test B		
MOY MClass K-3		
MOY Fountas and Pinnell		
iReady		

**Mid-Year Conversation Date**

**Mid-Year Conversation Held With**

<i>End-of-Year Report. Due June 17, 2016.</i>	
<b>SMART Goal</b>	

<b>Summative Measure</b>	<b>Key Results from Summative Measure</b>	<b>Result- Indicate with a "X"</b>	
		<b>Exceeds</b>	
		<b>Meets</b>	
		<b>Progress Made</b>	
		<b>No Progressing / Not Met</b>	



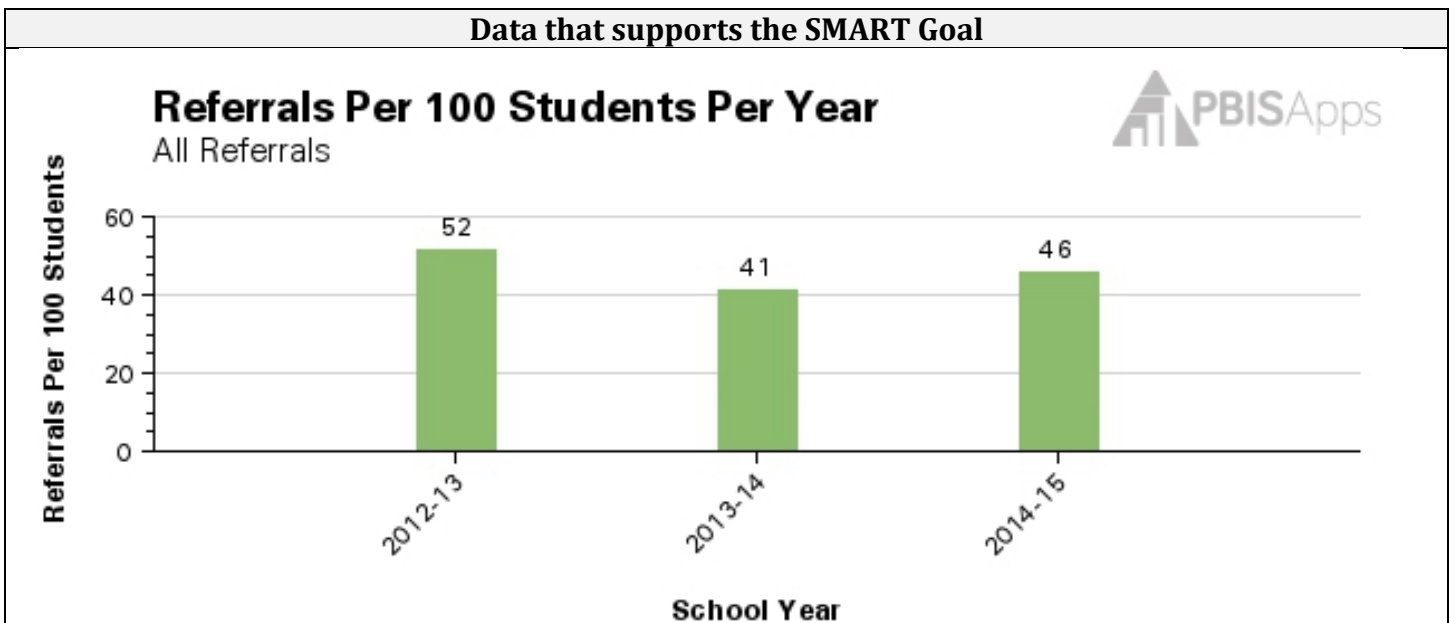
# School Improvement Plan 2015-2016

School Name
Winecoff Elementary

SMART Goal:				
By June 2018, K-5 Winecoff Elementary per 100 office referrals, the percent of black student referrals and percent of Hispanic student referrals will decrease in order to decrease disproportionality as we continue to implement the PBIS/STAR discipline program.				
Groups Measured	2014/2015	2015/2016	2016/2017	2017/2018
All Students	46% 220	40%	36%	32%
Black	46% 47	42%	38%	34%
Hispanic	12% 6	10%	8%	6%

Blue: percent per 100 student enrolled  
Green: actual individual students referred  
Orange: target goal

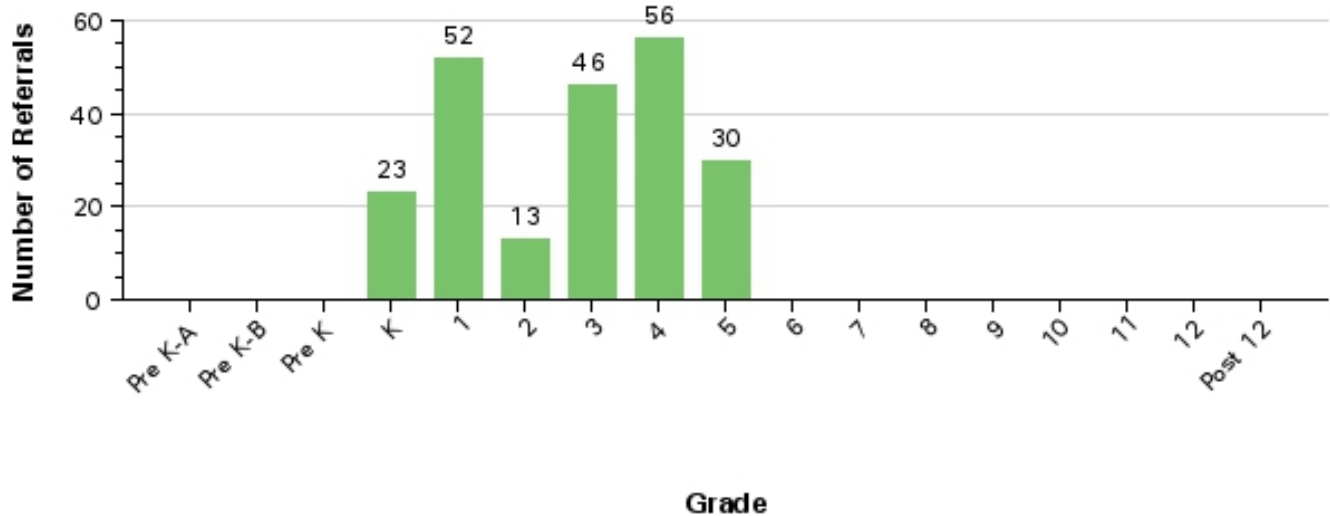
Strategy
Continue implementation of Positive Behavior Interventions and Support (PBIS) for all grades with fidelity.



# School Improvement Plan 2015-2016

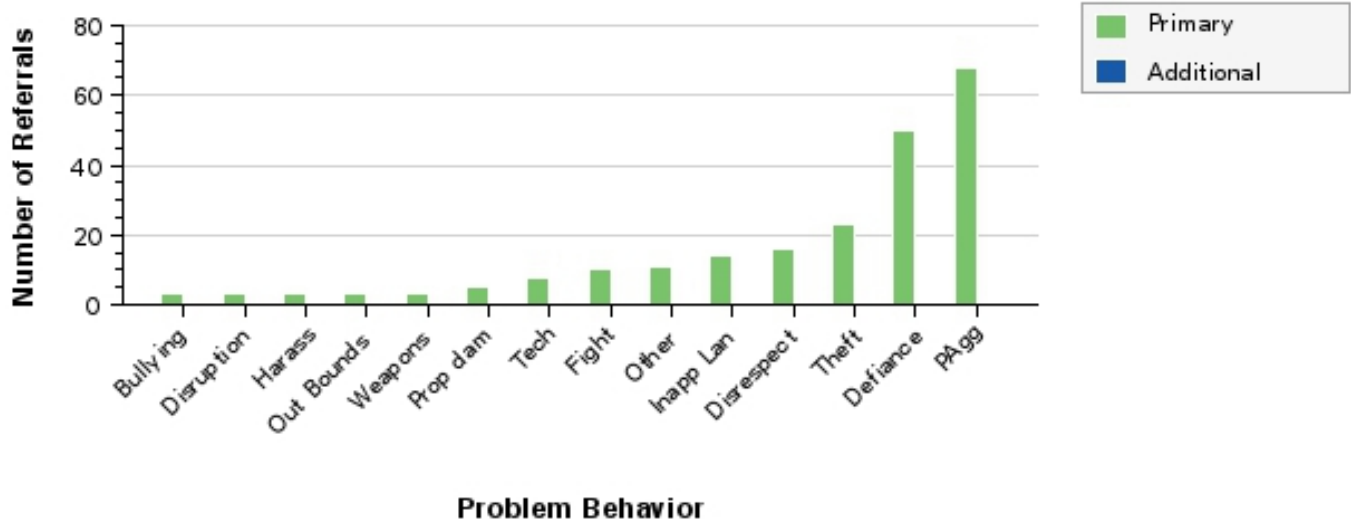
## Referrals by Grade

Major, Aug 1, 2014 - Jun 19, 2015



## Referrals by Problem Behavior

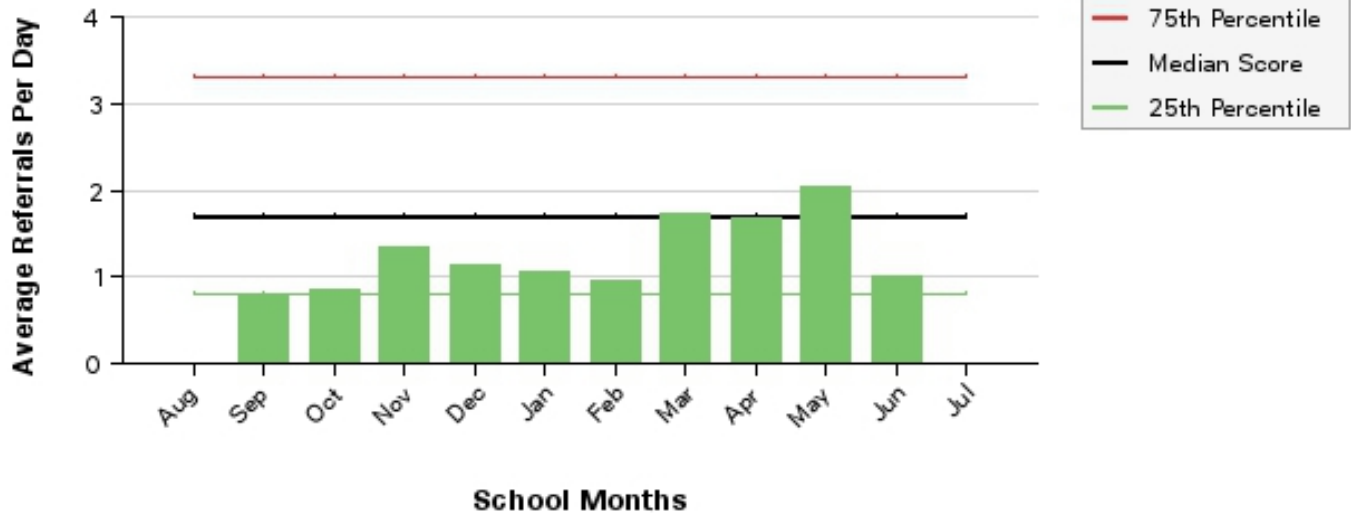
Major, Aug 1, 2014 - Jun 17, 2015



# School Improvement Plan 2015-2016

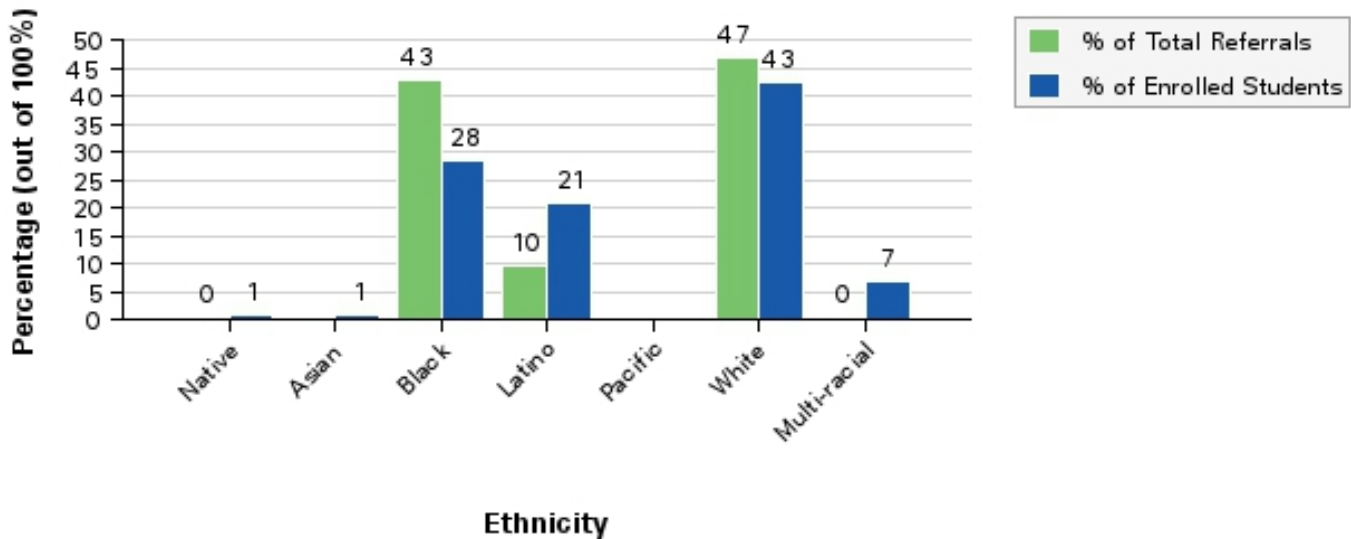
## Average Referrals Per Day Per Month

Major, 2014-15



## Referrals By Ethnicity

Major, 2014-15





# School Improvement Plan 2015-2016

Person Responsible
Jodi Lauria/Lisa Hartman

Beginning of Year Report: Report Key Steps for the year. Due by September 11, 2015.		
Key Steps		
Step	Date Started	Date Completed
Establish a campus PBIS team to analyze data on a monthly basis.	September 2015	September 2015
Complete a book study (Love and Logic) to support campus and individual teacher professional development goals.	October 2015	
Utilize classroom management walk-through instrument for all teachers (2 per teacher for Quarters 1, 2, and 3).	September 2015	
Communicate PBIS/STAR expectations to parents and community through newsletters, webpage, school news, and school events.	September 2015	
All staff will teach, practice, reinforce, and recognize components of the PBIS/STAR system.	August 2015	
Students with recurring office referrals will track and analyze behavior choices/patterns in order to meet their individual goals.	September 2015	
Students will be recognized for positive behavior choices during quarterly assemblies.	August 2015	
Lead teacher will send weekly communication to staff to remind, support, and recognize implementation of PBIS practices.	September 2015	
Lead teacher will support teachers through mentorship as needed.	September 2016	

Mid-Year Report. Due day of SIP Conversation.		
Formative Measures	List Key Results from Formative Measures	Record Progressing / Not Progressing

Mid-Year  
Conversation  
Date

Mid-Year  
Conversation  
Held With



# School Improvement Plan 2015-2016

*End-of-Year Report. Due June 17, 2016.*

## SMART Goal

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Summative Measure	Key Results from Summative Measure	Result- Indicate with a "X"	
		Exceeds	
		Meets	
		Progress Made	
		No Progressing / Not Met	